

Unit Title:	Develop Own Effectiveness and Professionalism
OCR unit number	2 (D/503/5549)
Level:	3
Credit value:	9
Guided learning hours:	45
Unit expiry date:	31/03/2015

Evidence for this unit can only be achieved through actual work in a work environment. Simulation is not permissible for any competence based unit.

Unit purpose and aim

This unit aims to enable candidates to:

- Develop own personal and professional skills
- Work as a member of a team to achieve defined goals and implement agreed plans
- Understand what is meant by professional practice
- Understand the ethical and legislative environment relating to IT activities.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
The Learner will: 1 Develop own personal and professional skills	The Learner can: 1.1 Identify own development needs and the activities needed to meet them 1.2 Obtain and review feedback from others on performance 1.3 Agree personal goals and participate in development activities to meet them	Candidates should have an understanding of: <ul style="list-style-type: none"> • personal development plans • how to obtain and consider feedback from others • how to carry out a self-evaluation on performance and knowledge • how to identify and set long and short term goals • how to set SMART targets
2 Work as a member of a team to achieve defined goals and implement agreed plans	2.1 Effectively plan and manage own time 2.2 Recognise and respect diversity, individual differences and perspectives 2.3 Accept and provide feedback in a constructive and considerate manner 2.4 Understand the responsibilities, interests and concerns of colleagues	Candidates should have an understanding of: <ul style="list-style-type: none"> • how to plan and manage their time effectively when working as part of a team • the effect their participation can have on the overall achievement of team objectives • the effects of their development needs on the team

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	2.5 Identify and reduce obstacles to effective teamwork	<ul style="list-style-type: none"> • how to work co-operatively with others taking into account a range of factors eg: <ul style="list-style-type: none"> - Personality - Cultural differences - Age - Expertise - Location • how to provide feedback to others • how to positively respond to feedback from others • the roles and responsibilities of others within the team • how to identify and reduce factors which could have an impact on the effectiveness of the team
3 Understand what is meant by professional practice	3.1 Describe the implications, and applicability for IT professionals of: <ul style="list-style-type: none"> • Data Protection Act • Computer Misuse Act 3.2 Identify the role of professional bodies for IT, and the benefits of membership to individuals and organisations	Candidates should have a detailed understanding of: <ul style="list-style-type: none"> • legislation and regulation associated with the ICT industry • professional bodies associated with the ICT industry and membership benefits • quality management systems Industry standard requirements for development
4 Understand the ethical and legislative environment relating to IT activities	4.1 Identify the types of conflicts of interest which can arise for IT professionals	Candidates should have an understanding of: <ul style="list-style-type: none"> • conflicts of interest and the issues that can arise for an IT professional • legislation and regulation associated with the ICT industry and how it impacts on the way the organisation functions
5 Improve organisational effectiveness	5.1 Describe the aims and objectives of the organisation 5.2 Describe the organisation's	

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	brand or image and how it can be promoted 5.3 Identify the organisation's structure, roles and responsibilities 5.4 Identify potential improvements to organisational effectiveness	

Assessment

It is the assessor's role to satisfy themselves that evidence is available for all performance, knowledge and evidence requirements before they can decide that a candidate has finished a unit. Where performance and knowledge requirements allow evidence to be generated by other methods, for example by questioning the candidate, assessors must be satisfied that the candidate will be competent under these conditions or in these types of situations in the workplace in the future. Evidence of questions must include a written account of the question and the candidate's response. Observations and/or witness testimonies must be detailed and put the evidence into context ie the purpose of the work etc.

In addition to the recognition of other qualifications, candidates may claim accreditation of prior achievement for any of the elements assessment criteria or complete units of competence, as long as the evidence fully meets the criteria and the candidate can prove that it is all their own work. It is important also that assessors are convinced that the competence claimed is still current. If the assessors have some doubts, they should take steps to assess the candidate's competence directly. An initial assessment of candidates is recommended.

All the learning outcomes and assessment criteria must be clearly evidenced in the submitted work, which is externally moderated by OCR.

Results will be Pass or Fail.

Evidence requirements

All aspects of the assessment criteria must be covered and evidence must be available that shows where and how the assessment objectives have been achieved.

Assessment Criterion 1

Candidates should provide a detailed report supported by:

- Personal development plan
- Copy of the appraisal

Evidence of development activities and outcomes.

Assessment Criterion 2

Candidates must provide evidence of working as part of a team. The evidence must include:

- Details of the working objectives
- Individual roles and responsibilities of team members

- Factors that need to be taken into consideration when working as part of a team
- Providing feedback to others and receiving feedback from others
- Identification of factors that could have a negative impact on the working objectives and how to overcome them

Assessment Criterion 3

Candidates should provide a detailed report describing in detail:

- The implications, and applicability for IT professionals of:
 - Data Protection
 - Computer Misuse Act
- The role of professional bodies for IT, and the benefits of membership to individuals and organisations
- Quality management systems and standards for systems development

Assessment Criterion 4

Candidates should provide a detailed report describing:

- The types of conflicts of interest which can arise for IT professionals
- The impact on an IT organisation of legislation covering:
 - processing of financial transactions
 - Health & Safety
 - privacy, confidentiality and security
 - copyright and intellectual rights

Candidates are encouraged to choose activities which will allow them to cover all or a majority of the criteria at one time. It is not necessary to use different activities for each element of the criterion.

Guidance on assessment and evidence requirements

Evidence can reflect how the candidate carried out the process or it can be the product of a candidate's work or a product relating to the candidate's competence.

For example: The process that the candidate carries out could be recorded in a detailed personal statement or witness testimony. It is the assessor's responsibility to make sure that the evidence a candidate submits for assessment meets the requirements of the unit.

Questioning the candidate is normally an ongoing part of the assessment process, and is necessary to:

- test a candidate's knowledge of facts and procedures
- check if a candidate understands principles and theories *and*
- collect information on the type and purpose of the processes a candidate has gone through
- Candidate responses must be recorded

It is difficult to give a detailed answer to how much evidence is required as it depends on the type of evidence collected and the judgement of assessors. The main principles, however, are as follows: for a candidate to be judged competent in a unit, the evidence presented must satisfy:

- all the items listed, in the section 'Learning Outcomes'

- all the areas in the section 'Assessment Criteria'

The quality and breadth of evidence provided should determine whether an assessor is confident that a candidate is competent or not. Assessors must be convinced that candidates working on their own can work independently to the required standard.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website www.ocr.org.uk .